

## Haralson County Board of Education

BEN 127280  
10 Van Wert Street  
Buchanan, Georgia 30113



## EDU 2011 Application

12/17/2010

**Superintendent**

**Brett Stanton**

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**Executive Director of Technology**

**Patsy Dorrough**

(770) 646-3882

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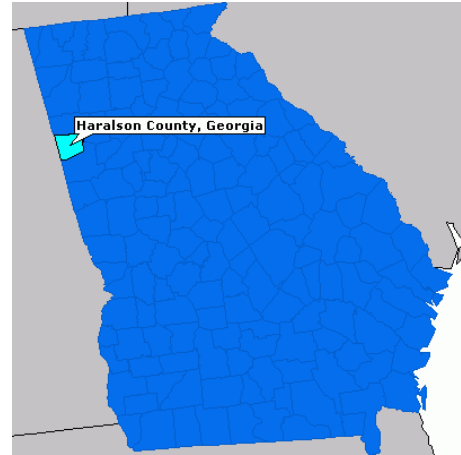
**Haralson County High School**

BEN 32664  
1655 Ga. Hwy 120  
Tallapoosa, GA 30176

## Profile

Haralson County is a rural community, which is located approximately sixty miles west of metro Atlanta as shown in the picture on the right. It encompasses 282 square miles. According to the U.S. Census Bureau, there were 28,559 residents in Haralson County in 2010. The population change in Haralson County from April 1, 2000 to July 1, 2010 was 12.5%. The percent of persons under the age of 18 years of age was 26.4% of the population. Persons 65 years old and over was 13.8% of the population in Haralson County. The majority of the population in Haralson County is white (91.7%). The percent of residents below the poverty level is 24.35%. In 2010, the median household income in Haralson County was \$38,290. The per capita income in 2009 in inflation-adjusted dollars was \$18,755.

Haralson County has two school districts, Haralson County Schools and Bremen City Schools. Haralson County School District has 6 schools and serves approximately 3500 K – 12 students. The schools include Haralson County High School (Grades 9-12), Haralson County Middle School (Grades 6-8), Buchanan Elementary School (Grades 3-5), West Haralson Elementary School (Grades 3-5), Buchanan Primary School (Grades K-2), and Tallapoosa Primary School (Grades K-2).



## Blended Learning Opportunities Program

Haralson County High School serves around 1,000 students from economically depressed, communities in Haralson County, Georgia. The US Education Department has determined that 24.35% of County's children are from families whose income is at or below the poverty level; and 52.4% of the school's students are eligible for the federal free/reduced lunch program. In 2009, Haralson County Schools E-rate discount was 80%. In 2009, Haralson County High School did not make Adequate Yearly Progress (AYP) according to the No Child Left Behind legislation due to academic performance of all students in the area of Mathematics. Of all of the students, 53% of students with disabilities failed to meet GA state standards indicating serious deficiencies, and requiring 4% participation in high school remedial education. The failure to meet AYP in the area of math for all students represents a **"critical" academic need**.

The Blended Learning Opportunities Program was begun at Haralson County High School in August 2010 after the school was awarded a competitive Title II-D ARRA grant from the Georgia State Department of Education. The program is designed to increase Haralson County School's capacity to provide high quality instruction anytime, anywhere, and to provide high quality professional learning opportunities in the area of blended learning. Students and teachers utilize the Internet both at school, in the classroom and outside of the school to access educational activities, information and lessons. The program is allowing the school to use innovative strategies to improve student achievement, student engagement, and 21st century skills and technology literacy. Improving student achievement in math and science is a priority.

By obtaining the Blended Opportunities Grant, Haralson County High School (HCHS) has committed to a three year program to improve student achievement by integrating face-to-face and online learning opportunities into instruction, and by providing students and teachers with anytime, anywhere learning opportunities. At the beginning of the 2010/2011 school year, equipment and hardware was purchased for this project and classroom technology was installed. 794 netbooks with Verizon Broadband Internet service were purchased for all 9<sup>th</sup> through 11<sup>th</sup> grade students as well as the teachers and administrators. Equipment for a wireless network was purchased and installed that included switches, access points and a central controller. Classroom technology was purchased and installed that included SMARTBoards with mounted projectors. Software was purchased to inventory all netbooks and equipment and afterwards was used to check out to students and teachers.

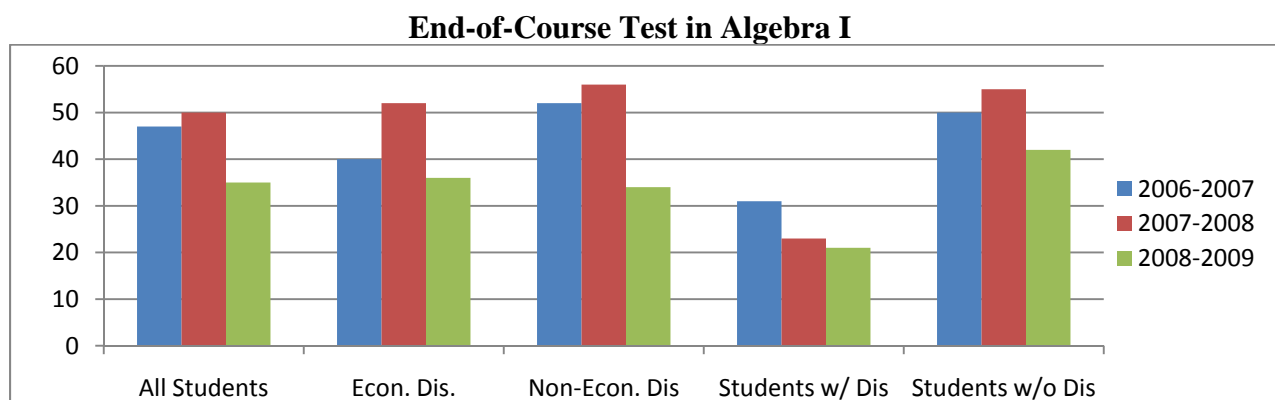
Software was purchased and installed to manage the netbook deployment and included anti-virus software, desktop authority, M86 mobile client to ensure CIPA compliance, and upgrades to Microsoft Windows 7 Professional. As part of the program, a server was purchased for curriculum software and for MOODLE Learning Management software. Several Netbook storage carts were purchased for charging and storing

Professional development has taken place and teachers are making progress on developing online classes and activities. Teachers are also making progress on integrating the technology into their daily lessons to offer blended learning opportunities for our students. A 21<sup>st</sup> century skills test has been completed by the students and will be taken by the teachers in December. SMARTBoards with mounted projectors were installed in every classroom. Professional development has been conducted and is planned throughout the end of the 2010/2011 school year and beyond.

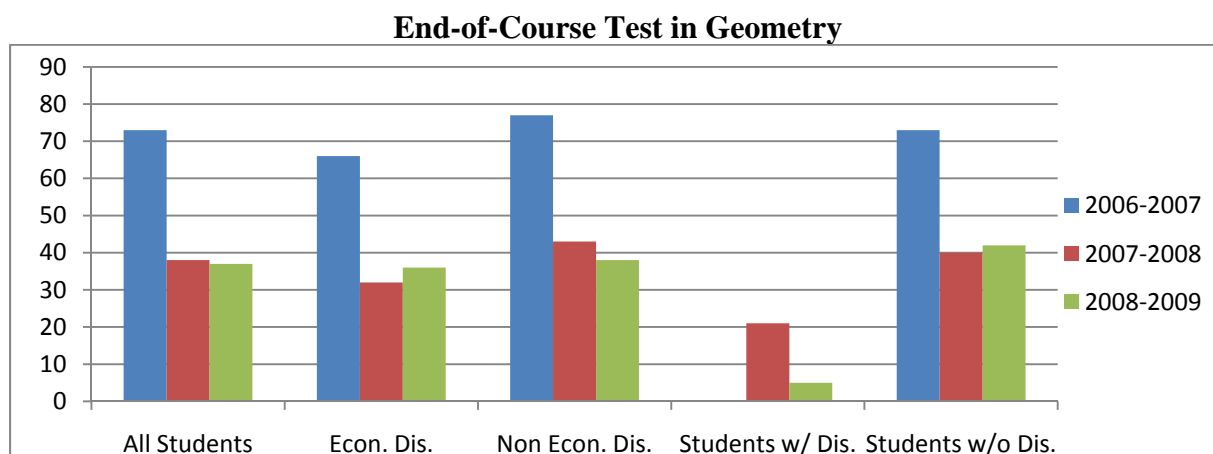
For the 2011/2012 school year, the program will be expanded to include all high school students. All 9<sup>th</sup> through 12<sup>th</sup> grade students and teachers will be provided a netbook with Verizon Broadband Wireless Internet service. Funding for the hardware will come from the Blended Learning Grant. Funding for the Internet service will be obtained from E-rate for eligible portions, and the school is requesting funding for the ineligible portion from the FCC Pilot program. Professional development will continue with all teachers through the end of the 2012/2013 school year.

#### **Academic Need:**

Haralson County High School has struggled with making adequate progress in the area of mathematics. Although the state of Georgia reported higher pass rates than HCHS, the difference in scores was minimal. The pass/pass plus rate in the category of overall students for the state of Georgia was 40%, while HCHS reported a 35% rate. In the area of students with disabilities versus students without disabilities, HCHS students performed at 21% and 42% respectively, compared to the state at 22% and 45% respectively. Economically disadvantaged and non-economically disadvantaged students reported a 34% and 36% pass rate for HCHS compared to that of the state at 51% and 47%. As students in these categories still show large discrepancies on standardized assessments, these statistics represent a **“critical” academic need**.

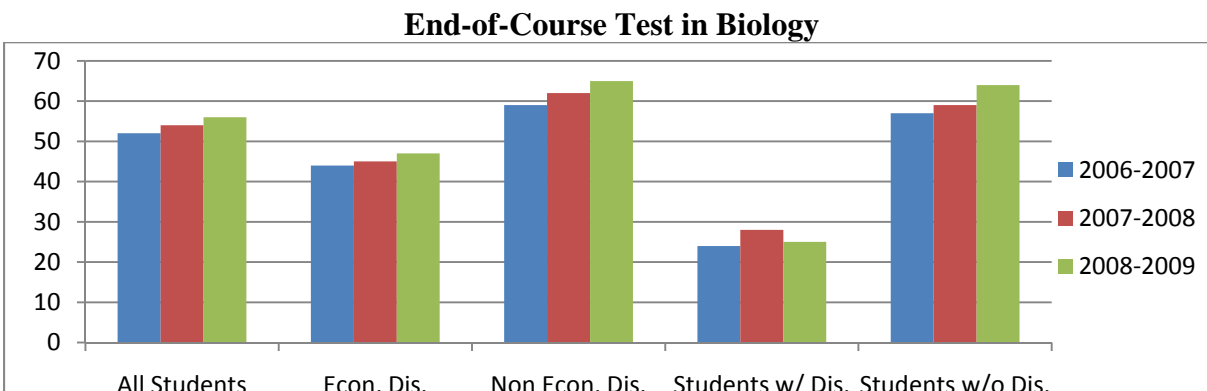


The EOCT (End-of-Course Test) scores for Geometry have historically been high, that is, until the previous school year. HCHS students performed at a rate that was 36 percentage points lower than that of scores two years ago. Georgia students outperformed those of HCHS by 12% points, with a 49% pass/pass plus rate. As expected, economically disadvantaged and non-economically disadvantaged students scored poorly as well, with 36% and 38% respectively. Students with disabilities passed at a rate of 5%, while those without scored at 42%. The state reported scores that were significantly higher than those of HCHS with a pass rate of 22% for student with disabilities and 51% for students without disabilities. As students at HCHS performed at a very poor rate last year, this area represents a **“critical” academic need**.

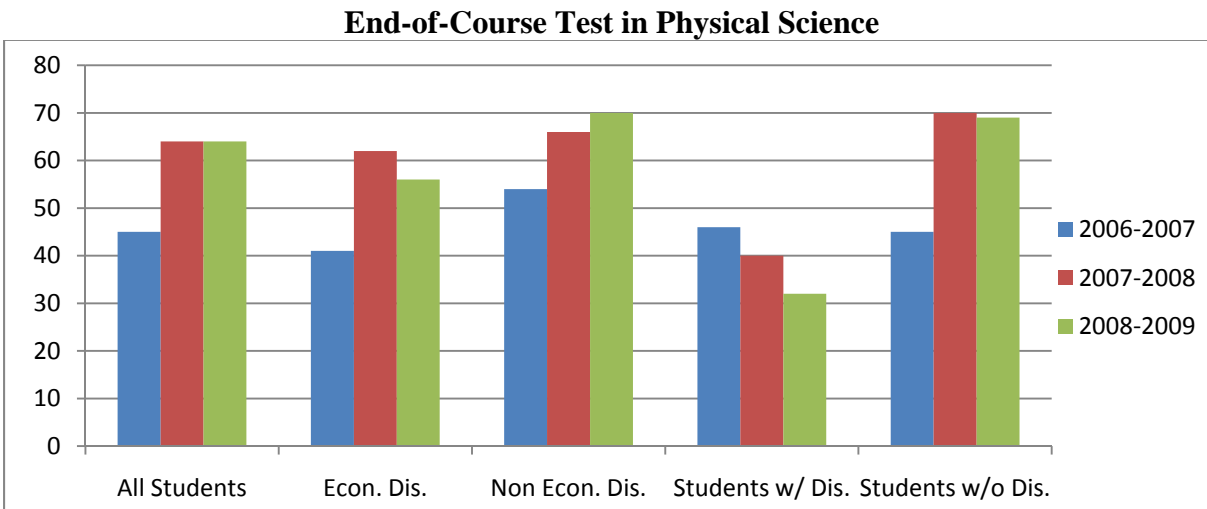


Overall the HCHS EOCT scores in Biology lag the state scores by 8 points. While HCHS economically disadvantaged students scored close to the state percentages in the same category, with 47% pass/pass plus and 49% pass plus, respectively, the HCHS non-economically disadvantaged fell 12 percentage points behind the state non-economically disadvantaged students. In addition, the HCHS students with disabilities experienced a 25% pass rate compared to students without disabilities who passed at 64%, indicating an enormous achievement gap in Biology. With all HCHS students exhibiting a pass/pass plus rate of 56%, the students with

disabilities average of 25% and the economically disadvantaged students' average of 47% clearly contribute to the overall lag behind the state average, representing a **“critical” academic need**.



The achievement gaps between the all-students category and the economically disadvantaged students and students with disabilities subgroups are most apparent in the End-of-Course Test scores in Physical Science. Overall, HCHS students scored only 3 percentage points lower than the state all-students average; however, HCHS students with disabilities scores averaged 39 percentage points lower than students without disabilities, and economically disadvantaged students scored 14 percentage points lower than their non-economically disadvantaged counterparts. This dramatic and statistically established achievement gap between the main body of HCHS students and the HCHS subgroups delineates yet another **“critical” academic need**.

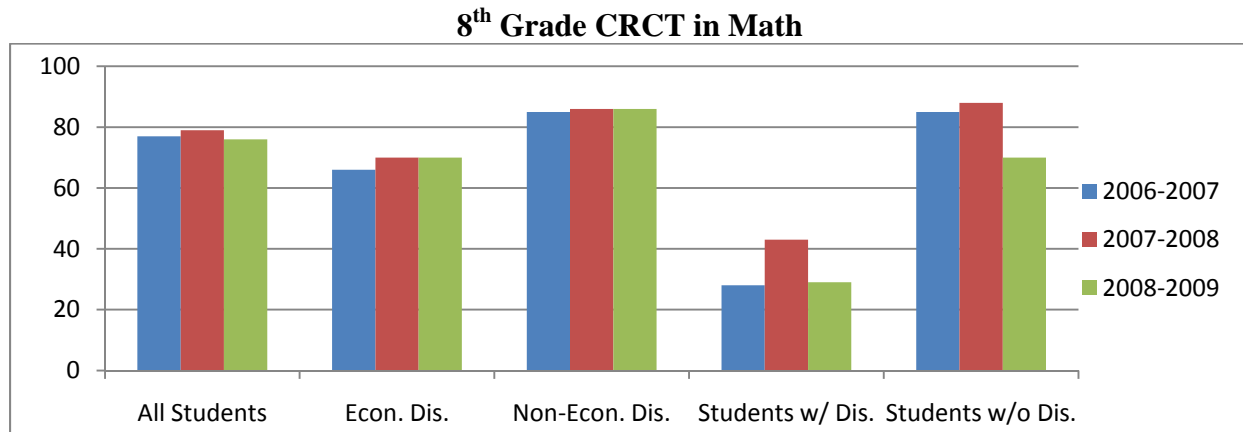


### **Freshman Academic Needs**

When preparing for the academic needs of the upcoming freshman for the 2011/12 school year, test scores were analyzed for the 8<sup>th</sup> graders Haralson County Middle School. Haralson County Middle School grapples with the on-going concern about the large discrepancy between the performance of students with disabilities and students without disabilities. In addition, the poor performance of students with disabilities has caused the Haralson County Middle School not to meet AYP for the last seven years.

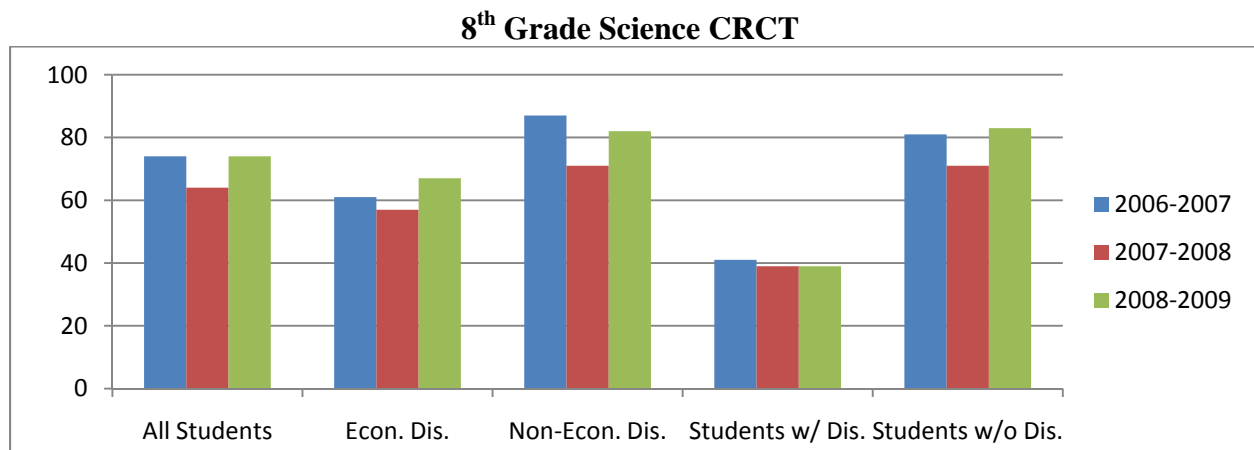
As illustrated in the graph below, the discrepancy between scores of 8<sup>th</sup> grade students with disabilities versus students without disabilities is unacceptable and represents a “critical” need for remediation. The State of Georgia reported an 80 % meet/exceed rate for last year in 8<sup>th</sup> grade Math CRCT in comparison with HCMS 76%. Georgia students with disabilities were reported at 44%, while HCMS students performed at 29%. The point spread for Georgia between students with and students without disabilities was 22 percentage points; HCMS reported a 41 percentage point difference. Georgia’s economically disadvantaged students performed at 73%, compared to HCMS students at 70%. These statistics represent a severely “critical” academic need.

Well-established data sources and trends over time: (Georgia Department of Education, 2009)



As illustrated in the graph below, the achievement gap in 8<sup>th</sup> grade science between economically disadvantaged and non-economically disadvantaged has not yet been effectively addressed with the current gap at 13%. Still worse is the magnitude of the achievement gap in 8<sup>th</sup> grade science between students with disabilities versus students without disabilities. The most recent test data reflects a 44 percentage point spread between students with disabilities and students without disabilities. These statistics represent a severely “critical” academic need.

Well-established data sources and trends



To summarize, our high school students’ academic progress in math and science are considered critical academic needs by our district and our incoming freshmen academic progress in areas of math and science are both critical academic needs as well. Improving student academic performance in math and science is a priority of the Blended Learning Grant. In addition to

academic improvement in the areas of math and science, other goals and outcomes of the program are described below.

**Goals of the Blended Learning program include the following.**

- 1) Investigate and create model blended learning environments that can be leveraged across all school districts in Georgia.
- 2) Provide teacher professional development in the use of blended learning environments to differentiate instruction and improve student engagement.
- 3) Increase student technology literacy by providing students with the opportunity to use digital tools and resources.
- 4) Increase parent engagement through training sessions demonstrating the purpose and use of blended learning opportunities at home and school.
- 5) Improve academic achievement in math and science.

**Outcomes of the Blended Learning Opportunities Program are as follows.**

1. By participating in the Blended Learning Opportunities Program, teachers will:

- a. Participate in prescribed professional development series focused on using the blended learning process to differentiate instruction and improve student engagement.
- b. Participate in prescribed professional development series focused on using the learning management system to deliver instruction in a blended environment.
- c. Participate in prescribed professional development series focused on using the collaboration tool to provide communication to students in the blended learning environment.
- d. Participate in prescribed professional development series focused on using the wireless netbooks to deliver instruction in the blended learning environment.
- e. Implement student use of provided hardware and software that leverages the Internet, learning management system, collaboration tool, and math and/or science content modules to increase student achievement and student engagement.
- f. Participate in regularly scheduled data team meetings to determine the impact of the above student activities on student achievement and make decisions to plan for continued improvement.
- g. Participate in formative and summative monitoring and evaluation.

2. By participating in the Blended Learning Opportunities Program, students will:

- a. Receive regular opportunities to use provided hardware, software and Internet resources to engage in blended learning opportunities.
- b. Increase their academic and 21st century skills while participating in blended learning opportunities.

**Georgia Performance Standards:** Georgia Performance Standards mandate that teachers provide students with performance tasks, formative and summative evaluation, and continuous progress monitoring with adjusted instruction in response to the monitoring. Progress monitoring and the adjustment of instruction are the essential foci of instructional design in a standards-based classroom. GPS and the standards-based classroom calls for blending of technology and traditional instruction. For example, a standards-based classroom lesson about parent graph transformation might include a graph representation through the use of a data projector and airliner, a formative quiz and review using the student response voting systems, and student work on issued netbooks. In order to put together this simple lesson with existing resources, a teacher would have likely had to check out a data projector from the Media Center, formulate a pen-and-paper quiz, which would take additional time to grade, and copy worksheets for the student work before the program was begun. The technology reality at HCHS was bleak. After obtaining the grant, all teachers have become technologically integrated, and every teacher and student will have access to up-to-date instructional technology and resources that will be seamlessly integrated into every lesson.

**Plan to Close the Gap and Move Forward:** It is the intent of the HCHS administrative team and faculty to close the achievement gaps between non-economically disadvantaged students and economically disadvantaged students, and students with disabilities and students without disabilities. Additionally, HCHS teachers and administrators are committed to closing the technology gap through the Blended Learning Opportunities grant award, in order to reach full integration of technology. For HCHS, the action plan has included offering targeted, structured remediation, test preparation, and Credit Recovery during the school day using two academic labs. In addition, the Career/Technical/Agricultural Education department has rolled out a total of ten Pathways and intends to upgrade the technological components of each. The school action plan also calls for adding electrical wiring to accommodate mounted projectors and interactive white boards. The plan included applying for and winning FY07, FY08, and FY10 technology grants, which served to improve technology integration in fourteen classrooms and the media center. HCHS intends to target math classes, in particular, for intensive curriculum development with the addition of a mathematics coach for FY11 in hopes of increasing student achievement by cultivating best practices in standards-based classrooms.

**Evidence of a Systemic Commitment to Address GPS (Georgia Performance Standards), NETS-S (National Educational Technology Standards-S) through authentic, engaging instruction:** The Haralson County High School administrators are involved in leadership and evaluation activities to encourage and assess implementation of performance standards in the classroom. Through the use of E-Walk, school administrators are able to assess the standards-based classroom. The template for E-Walk use includes essential questions, tickets-out-the-door, performance tasks, flexible grouping, and differentiations in instructional presentation. Best Practices and the commitment to addressing the Georgia Performance Standards are evident in every aspect of the walk-through instrument. A technology integration template is also being used to assess the progress of teacher's integrating technology into the classroom and instruction. The entire faculty has embraced the PAGE-sponsored High School Redesign Initiative which promulgates embracing student use of technology to increase engagement in the classroom, and the school will enter year two of HSRI at the beginning of FY11. The Blended Learning Opportunities program and HSRI will complement each other in the pursuit of technology

literacy ensuring NETS-S standards are obtained and student engagement for increased student achievement in math and science. Teachers will develop lessons that will encourage students to demonstrate creative thinking, construct knowledge, and develop innovative products.

### **Blended Learning Opportunities Program length of operation**

The Blended Learning Program using netbooks with wireless broadband internet access has been in operation since August 2010.

Access to technology through this grant will encourage the teachers to extend lessons and conversations far beyond the classroom and into the home, community and workplace through coaching, e-coaching, and online communities. Students will have opportunities to increase 21<sup>st</sup> century skills and gain technology literacy as teachers guide them in smart choices and involvement. They will be provided diagnostic assessments and feedback on activities tailored to improve their skills in mathematics and science. Teachers will be provided with professional development that will encourage collaboration with each other to include math and science into other course work. The technology teachers will work to assist academic teachers in preparing students with the computer skills needed to complete activities assigned. The program will make continuous learning and development an integral part of the teaching and learning process. Blended learning models offer a powerful mix of synchronous and asynchronous learning options, enabling students to master core content online while deepening critical thinking, problem solving, and application of content mastery in a face-to-face setting.

**Student access to technology:** The need for appropriate technology tools to inform instruction at Haralson County High School is highly critical. There is only one open lab that can be scheduled for class use at the Haralson High School. Other labs are in use all day by classes scheduled for specific purposes. While every teacher on campus has access to a teacher computer work station, individual students would have had little access to any computing device had we not begun this program to provide each student with a netbook. Student access to technology before this program was very poor at HCHS with the Annual School Technology Inventory Survey – December 2009 showing that Haralson County High School District students had only one modern computer per 4.15 students which is below the state average of one computer per 3.17 students. In addition, few students have access to computers at home without this program. We saw a widening gap with students' technology literacy which is verified by the school's technology inventory and by the results of the 8<sup>th</sup> Grade Technology Literacy test results shown below.

### 8<sup>th</sup> Grade Technology Literacy Test

<b>% Mastery Level</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
	% of students in this range	% of students in this range	% of students in this range
<b>90 – 100</b>	1%	5%	0%
<b>80 – 89</b>	13%	24%	9%
<b>70 – 79</b>	30%	24%	19%
<b>60 – 69</b>	24%	24%	32%
<b>55 – 59</b>	6%	4%	8%
<b>0 - 54</b>	26%	19%	32%

## Technical Issues

Internet connectivity has been monitored since the beginning of the program. . Problems obtaining connectivity while at school has been corrected. Access off-site is being monitored to determine if there are any areas that are having connectivity problems. Surveys are conducted with students to determine if they are having difficulty accessing the Internet from their residence. Verizon monitors connectivity and informs the technology director of any issues found with the Internet access.

## Training – Teacher, Student and Parent

Training has been provided to the students and parents in the form of parent meetings and student classroom instruction. Students have also had continuous training on the school campus. Teachers have received five days of training this school year so far and are scheduled to receive 5 more days of training before the end of this school year. Similar trainings will be conducted for the next two school years, i.e. through the end of the 2013 school year.

The equipment has been purchased and installed and the netbooks have been inventoried and checked out to students and teachers. The Moodle server has been purchased and setup. Professional development has taken place on 5 days and teachers are making progress on developing online classes and activities. Teachers are also making progress on integrating the technology into their daily lessons to offer blended learning opportunities for our students. The 21<sup>st</sup> century skills test has been completed by the students and will be taken by the teachers in December as a baseline for evaluating progress of the program.

## **Integration with federal, Tribal, state, regional or local governmental or non-profit initiatives**

The Blended Learning Opportunities program was begun through a competitive Title IID ARRA Grant from the Georgia Department of Education. The initial funding for the netbooks, classroom SMARTBoards, and professional development were provided through this competitive grant. In addition, Haralson County Schools applied for and received the Improving Literacy through School Libraries Grant for the 2010/2011 school year. This grant has helped to provide other digital content that Haralson County Schools' students can access 24/7 anywhere. Digital content through that grant allowed us to purchase the Internet based Accelerated Reading program, the Tumble Books Readables, and other digital content. This digital content is being used by the students and teachers to help obtain the goals of the Blended Learning Program as well as the goals of the Improving Literacy through School Libraries program. The schools are participating with the local and community libraries to deliver student programs on Mondays which would include to train on the use of digital content.

## **Poverty level**

Haralson County Schools has an overall rate of 64% of students who receive the free or reduced lunch program. The Haralson County High School has an 80% E-rate Discount based on the free and reduced lunch program of 52.4%.

## **Financial Need and budgetary hardships**

Georgia's education budget crisis has caused local school systems to look for innovative solutions to unprecedented fiscal challenges. Haralson County School System had to consider shortened school years and a modified schedule to obtain budget savings. The school system has gone to a 4 day school week this calendar school year to help offset the economic difficulties experienced by the school system.

The State of Georgia budget cuts have hurt rural school systems like Haralson County Schools even more than the suburban and urban school districts where property values remain higher when assessing local property taxes. Georgia also cut equalization grants previously given to our school district.

The Blended Learning Opportunities program has helped provide educational and continued learning experiences on Mondays while the schools are closed. Having the netbooks with Broadband Internet access also allows our students to continue to have access to instructional tools and learning resources anytime, whether in school or at home. Haralson County has already begun preparing budget figures for the 2011/2012 school year and anticipates a year of even greater budget cuts. Because of the hardships and the budget crisis, it is very likely that Haralson County Schools will operate on a 4 day school week again during the 2011/2012 school year.

## Cost of Blended Learning Opportunities Program

Cost for this program for the 2010/2011 and the 2011/2012 school year are as follows.

School Year	Funding Source	Quantity	Price	Amount	Description
2011	Title II-D ARRA, Blended Learning Completeive	1	\$1,500	\$1,500.00	Infrastructure upgrades cabling for wireless
2011	Title II-D ARRA, Blended Learning Completeive	1	\$14,811	\$14,811.00	Infrastructure - Bandwidth Upgrades from 18 Mbps to 33 Mbps for Internet out of Central Office
2011	Title II-D ARRA, Blended Learning Completeive	500	\$25	\$12,500.00	Equipment maintenance at 10%
2011	Title II-D ARRA, Blended Learning Completeive	794	\$468	\$371,592.00	Verizon Broadband Internet Service for each netbook for Year 1 2010/2011 School Year
2011	Title II-D ARRA, Blended Learning Completeive	5	\$100	\$500.00	Barcodes for netbooks and other equipment related to Grant
2011	Title II-D ARRA, Blended Learning Completeive	1186	\$22	\$26,092.00	Netbook carrying case / backpack
2011	Title II-D ARRA, Blended Learning Completeive	430	\$98	\$42,140.00	Extra batteries for netbook
2011	Title II-D ARRA, Blended Learning Completeive	354	\$52	\$18,408.00	Extra netbook power cords
2011	Title II-D ARRA, Blended Learning Completeive	1	\$932	\$932.00	Infrastructure - Wireless access point licenses prorated
2011	Title II-D ARRA, Blended Learning Completeive	1	\$5,600	\$5,600.00	Destiny Asset Manager for HCHS
2011	Title II-D ARRA, Blended Learning Completeive	1186	\$10	\$11,860.00	Symantec Endpoint Anti-virus licenses
2011	Title II-D ARRA, Blended Learning Completeive	1186	\$27	\$32,022.00	ScriptLogic licenses
2011	Title II-D ARRA, Blended Learning Completeive	6	\$2,000	\$12,000.00	battery charging dock (charges 16 batteries)
2011	Title II-D ARRA, Blended Learning Completeive	6	\$800	\$4,800.00	Carts for storing loaners and charging

2011	Title II-D ARRA, Blended Learning Compleitive	1	\$3,379	\$3,379.00	Three scanners - \$3379
2011	Title II-D ARRA, Blended Learning Compleitive	50	\$3,749	\$187,450.00	Ceiling Mounted Projector and SMARTBoard for 50 classrooms
2011	Haralson County School	53	\$185	\$9,805.00	Electrical installations for mounted projectors
2011	Title II-D ARRA, Blended Learning Compleitive	56	\$324	\$18,144.00	Infrastructure - Wireless n access points
2011	Title II-D ARRA, Blended Learning Compleitive	2	\$4,249	\$8,498.00	Infrastructure - Switches and modules
2011	Title II-D ARRA, Blended Learning Compleitive	1306	\$12	\$15,672.00	Web Filter and client for netbooks - three year license
2011	Title II-D ARRA, Blended Learning Compleitive	1	\$10,488	\$10,488.00	Server for hosting Moodle - Learning Management System
2011	Title II-D ARRA, Blended Learning Compleitive	1	\$18,000	\$18,000.00	Substitutes to cover classes to allow for 69 teachers to attend trainings during the school day periodically and to cover classes when attending conferences.
2011	Title II-D ARRA, Blended Learning Compleitive	150	\$150	\$22,500.00	75 teachers and administrators will receive \$150.00 for one to two days of off contract trainings over the three year grant period.
2012	Title II-D ARRA, Blended Learning Compleitive	1	\$51,620	\$51,620.00	Outside Evaluator for grant.
2011	Title II-D ARRA, Blended Learning Compleitive	3	\$121,000	\$121,000.00	Dalton College ETC will provide professional development for grant team members.
2011	Title II-D ARRA, Blended Learning Compleitive	1	\$2,533	\$2,533.00	Tech Literacy Test for evaluation
2011	Title II-D ARRA, Blended Learning Compleitive	1	\$2,999	\$2,999.00	Follett Destiny Asset Manager Training - two day on-site training
2011	Title II-D ARRA, Blended Learning Compleitive	1	\$15,000	\$15,000.00	Travel for conferences. Some staff will present information about the grant successes.
2011	Title II-D ARRA, Blended Learning Compleitive	1	\$5,000	\$5,000.00	Registration for conferences
2012	Title II-D ARRA, Blended Learning Compleitive	2	121,000	\$242,000.00	Dalton College ETC will provide professional development for grant team members 11-12 and 12-13 school years. ETC will also provide instructional/technical support during the 11-12 and 12-13 school years.

2012	E-rate eligible on-site services (59%) (80% of 298,321)	1109	\$269	\$238,657.00	E-Rate eligible portion of Verizon Broadband Internet Service for each netbook for 2011/2012 School Year
2012	Haralson County Schools (20% of 298,321)	1109	269	\$59,664.00	Haralson County Schools portion of the eligible E-rate for Wireless Broadband Internet Service for each netbook for 2011/2012 School Year
2012	Pilot FCC Program (41% for off-site use 207,339))	1109	187	\$165,871.00	Off-site use of the Wireless Broadband Internet Service (Seeking funding through pilot program)
2012	Haralson County Schools (20% of offsite use 207,339)	1109	187	\$40,868.00	Haralson County Schools portion of the off-site Wireless Broadband Internet Service for each netbook for 2011/2012 School Year (if pilot program is funded)
2012	Title II-D ARRA, Blended Learning Complete	1109	\$99	\$109,791.00	Netbook device for each student, teacher and administrator for 2011/2012 school year
2012	Title II-D ARRA, Blended Learning Complete	1109	22	\$24,398.00	Netbook sleeves
2012	Title II-D ARRA, Blended Learning Complete	200	\$98	\$19,600.00	Extra netbook batteries
2012	Title II-D ARRA, Blended Learning Complete	200	\$52	\$10,400.00	Extra netbook power cords

## Committed school resources

The Haralson County School system is committed to implementing the program and has already committed the following resources to the project. 794 netbooks have already been purchased. M86 web filtering has been implemented (3 years) and mobile client has been installed on all netbooks to ensure adherence to CIPA. Additional anti-virus software and other management software have been purchased to manage the large deployment of netbooks.

- Netbooks with broadband Internet access for all 9<sup>th</sup> -11<sup>th</sup> grade students for 2010/2011
- Netbooks with broadband Internet access for all the teachers and administrators for 2010/2011
- Netbooks with broadband Internet access for all students and teachers in 9<sup>th</sup> – 12<sup>th</sup> grade students for 2011/2012 and 2012/2013.
- Wall Mounted Interactive white boards for every classroom
- Ceiling Mounted Projectors for every classroom
- Learning Management System and digital content for the netbooks
- Professional development for all teachers for the this year and the following two years
- Improvements in wireless network and infrastructure

In addition, Haralson County Schools has provided local funding for the additional electrical installations needed for the SMARTBoards and mounted projectors for a total of \$9,800.00. In addition, the Haralson County Schools has provided personnel for the implementation and maintenance of the program.

Haralson County Schools has committed funding resources for the 2010/2011 school year for this program and will include 2011/2012 resources in the budget to provide funding for the school systems' portion of costs associated with the program not paid by other funds.

### **Effect of EDU2011 support is likely to have upon the project**

Students will need to have access to the online resources beyond the school day to fully take advantage of the blended learning opportunities project. Teachers have been and are still in the process of preparing lessons that use online resources and online instructional activities to supplement and enhance the educational experience of our students. We know that learning does not stop at the school house door. We want to continue to allow our students opportunities to learn after school hours and on the days the Haralson County Schools are closed. Teacher guided activities with purposeful outcomes will help prepare our students for the type of learning and interaction they will encounter in an educational environment or work setting once they leave the school's formal education process. The experience they receive through this process is seen as critical to their current and later success.

Reasons that our students can benefit more from this project include the rural nature of the county and the lack of availability of high speed Internet here. Choices for high speed Internet access simply do not exist in the Haralson County. In addition, a large proportion of our students are from low-income or below poverty level homes, such that the affordability of the Internet is a huge obstacle. Since Internet resources are being developed and used by our teachers to give our students "blended learning opportunities", our students who do not have Internet access will be at a very huge disadvantage.

### **Cost-effectiveness**

A study was performed during the 2009/2010 school year for the cost-effectiveness of installing a wireless network throughout the Haralson County School District using towers and radios. The estimated cost was going to be well over 2 million dollars, well above the funding capacity of the local School system. We are able to say with confidence that at this time that there are no other technologies that would be able to meet the program's objectives.

### **Long-term objectives**

The fundamental goal of the Blended Learning Opportunities project is to use technology to provide blended learning opportunities for students that result in improved math and science

scores, increased student engagement, and improved student 21<sup>st</sup> century skills and technology literacy. With the continued economic hardship, Haralson County High School must pursue the transition from live, face-to-face professional development sessions to fully online professional learning opportunities. With the use of technology and face to face professional development, HCHS teachers are able to access the professional development required to enable them to develop blended learning opportunities that capitalize on differentiated, cross-curricular instruction with transparent integration of technology. Availing themselves of blended opportunities for professional learning will demonstrate for teachers the inherent value of creating similar opportunities in their own classrooms for their own students.

The long-term goals of the program include the following.

- 1) Investigate and create model blended learning environments that can be leveraged across all school districts in Georgia.
- 2) Provide teacher professional development in the use of blended learning environments to differentiate instruction and improve student engagement.
- 3) Increase student technology literacy by providing students with the opportunity to use digital tools and resources.
- 4) Increase parent engagement through training sessions demonstrating the purpose and use of blended learning opportunities at home and school.
- 5) Improve academic achievement in math and science.

## **CIPA Compliance**

Haralson County Schools has purchased and implemented M86 web filtering with mobile clients to ensure compliance with the Children's Internet Protection Act (CIPA). All netbooks have the mobile client installed. Internet connection of any kind will be filtered by the M86 mobile client.

Measures have been taken to ensure against waste, fraud and abuse include auditing by state agencies, reporting to the State Department of Education, and financial reviews internally.

Haralson County School system has policies to ensure that fair and competitive bidding practices are followed, to ensure that the schools and district receive the best value for our limited funds, and prohibit employees from receiving gifts from vendors.

## **Acceptable Use Policies**

Each wireless device used in the program and off the school's premises is filtered by the M86 mobile client. Anytime an internet connection is established, the connection first goes to the Haralson County School's web filter to determine filtering policies and obtain filtering libraries. If the Haralson County Schools web filter were to be down or not available, all websites would be blocked.

The Haralson County School System has Board Policies for Acceptable computer and Internet Use for all students and employees. In addition, the Haralson County High School has acceptable use and netbook responsibility policies, which students and parents sign before being issued a netbook with Internet broadband.

## **School location / Billed Entity Numbers**

Haralson County High School is a public Georgia school district with the address shown below.  
1655 Ga. Hwy. 120  
Tallapoosa, GA 30176

Haralson County Schools – 127280 BEN  
Haralson County High School – 32664 BEN

## **Participants and Curriculum Objectives**

### **Blended Learning Program Participants**

There are approximately 1019 Haralson County High School students in grades 9 - 12 who will be participating in the program along with 79 teachers, 1 library/media specialist and 5 administrators during the 2011/2012 school year. The 2010/2011 school year, 9<sup>th</sup> – 11<sup>th</sup> grade students are participating in the program and in the 2011/2012 school year all students will be served.

### **Outcomes of the Blended Learning Opportunities Program are as follows.**

1. By participating in the Blended Learning Opportunities Program, teachers will:
  - a. Participate in prescribed professional development series focused on using the blended learning process to differentiate instruction and improve student engagement.
  - b. Participate in prescribed professional development series focused on using the learning management system to deliver instruction in a blended environment.
  - c. Participate in prescribed professional development series focused on using the collaboration tool to provide communication to students in the blended learning environment.
  - d. Participate in prescribed professional development series focused on using the wireless netbooks to deliver instruction in the blended learning environment.
  - e. Implement student use of provided hardware and software that leverages the Internet, learning management system, collaboration tool, and math and/or science content modules to increase student achievement and student engagement.
  - f. Participate in regularly scheduled data team meetings to determine the impact of the above student activities on student achievement and make decisions to plan for continued improvement.

g. Participate in formative and summative monitoring and evaluation.

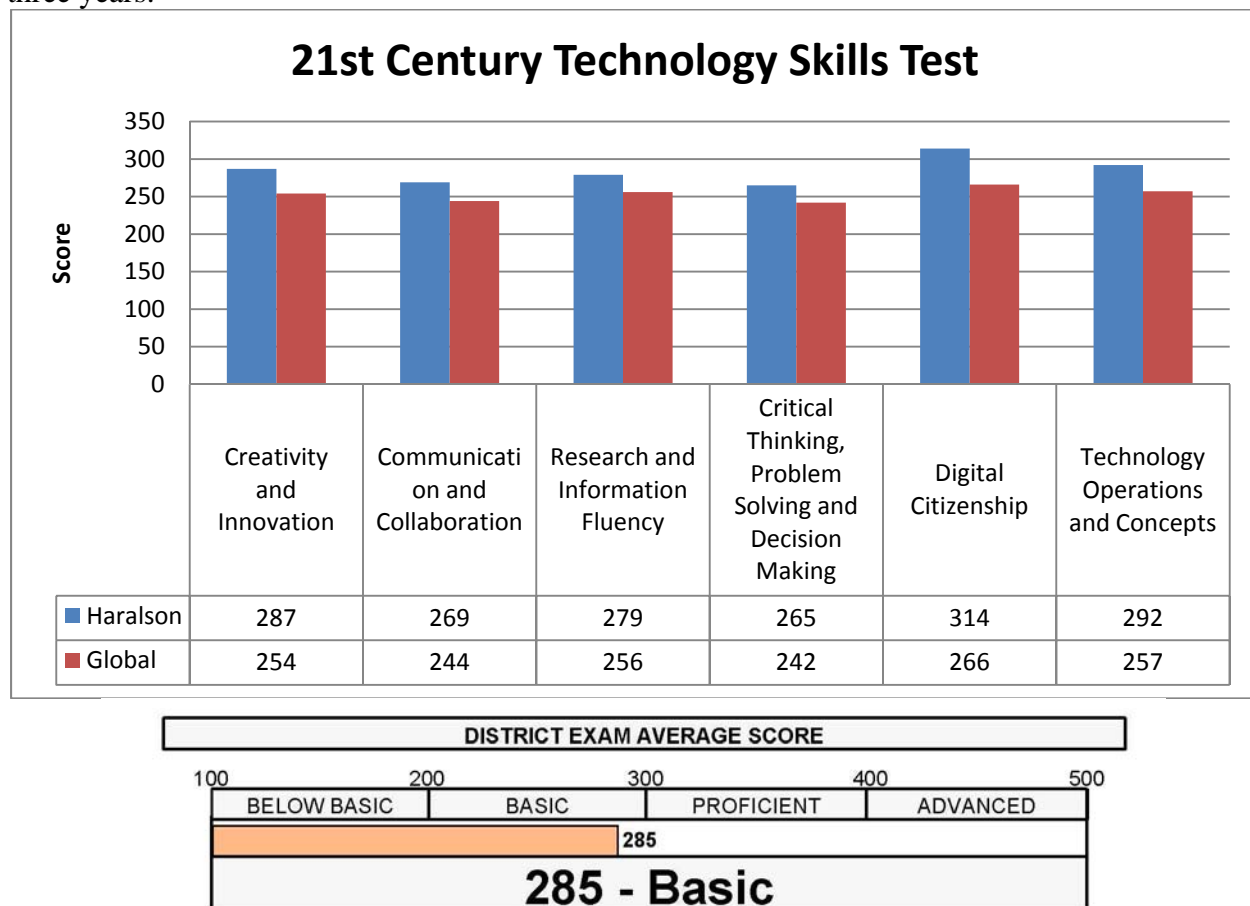
2. By participating in the Blended Learning Opportunities Program, students will:

a. Receive regular opportunities to use provided hardware, software and Internet resources to engage in blended learning opportunities.

b. Increase their academic and 21st century skills while participating in blended learning opportunities. Math and Science academic improvement is a priority.

## Summary of data collected

Haralson County High School conducted a 21<sup>st</sup> Century Skills test for students involved in the Blended Learning Program in Oct. 2010. Students will be tested again each semester for the next three years.



In addition to the 21<sup>st</sup> Century Technology Skills data, End of Test Score data and High School Graduation Test data are analyzed as shown on pages 4-6. These data and percentage of students passing math and science classes will be used as assessments.